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a degree; the grammar giving practice in the art of composition as well as in the analysis of sentences into their elements and in the classification of these; the rhetoric serving to keep the principles of grammar well in mind. Perhaps one may think that in too many instances the errors of speech are pointed out by the use of italics, inasmuch as the ability to detect the error is the more important matter in correcting faults. Again, it may be remarked that there are more ways than one of correcting a mistake, and that it is of first importance that the right way be followed. Take, for instance, the first example on page 44: "I should be astonished if you *succeed* in doing anything of the sort." Here the verb in the condition is the one marked as being wrong. This is upon the supposition that the former verb is correct, but the chances are even that "should" was wrongly written for "shall." When the pupil has learned that in a majority of cases there are two ways at least of correcting a blunder, he will soon form the habit of looking in more than one place for the fault. If the errors are not marked for him, he will become the more skilful.

But this has been said simply for the hint to be taken from it by teachers. Of the volume in hand much may be said in praise. It affords the teacher a good manual of theory and of practice; but no matter how excellent may be a textbook, each class and each member of every class will require individual instruction.

The illustrative examples are well selected with reference to teaching rhetoric. They are chiefly taken from writers of fiction, and these the popular writers of the day. As pupils imbibe a taste for reading from what they read, it is desirable that the very best literature be put before them, that their taste be formed upon correct models. A more informing literature could have been recommended to them by substituting for some of these novelists authors of a higher rank in the literary world. The plan of giving to fiction so great prominence in courses of required reading for entrance examinations has been tried long enough to judge of results. The public may reasonably call for higher standards all along the line of instruction in English.

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Books, Culture, and Character. By J. N. LARNED, formerly Superintendent of Education, and of the Public Library, Buffalo, N. Y., and President of the American Library Association. Boston: Houghton, Mifflin & Co., 1906. 16mo. \$1 net.

In academic circles in his own city the late John Fiske, after he had acquired a national reputation as a lecturer and writer, was always spoken of by the philosophers as "a historian, we understand, of great authority;" and by the historians as "a philosopher, we understand, of high authority." The other day in the same liberal community, a member of the Harvard history department, in an address to teachers, made the generous concession (in reply to queries) that if they had Larned's books, they might use them; but it wasn't much worth their while to get them—"he was a librarian." In the same spirit, they might say of this book that it is a reprint of a librarian's addresses on

somewhat trite subjects in a commonplace manner—without sure touch of originality or illuminating spark of literary style. In the above circles the like probably has been said; but even if it were literally true, the book would still be well worth our reading. If no exposition of themes forever alive is to be appreciated unless conspicuous for originality in substance and for novelty in literary form, few new books “should see salvation.”

Now, while there is much that is not new—commonplace, if you will—in these essays and addresses, still there is much common-sense, sound doctrine, and courage to assert it in the face of more fashionable theories.

“Tell men what they knew before
Paint the prospect from their door.”

A review of the old questions from a new point of view is wholesome for teacher and pupil, even if the point of view is not that of a Matthew Arnold, or a Frederick Harrison, or a Carlyle, but only of a librarian. His experience is quite as likely to resemble our own; for example, in the first paper, “A Familiar Talk about Books,” he says: “To memorize great poems in early life is to lay a store in the mind for which its happy possessor can never be too thankful in after-years. I speak from experience, not of possession of such a store, but of the want of it. I have felt the want greatly since I came to years when memory will not take deposits graciously, nor keep them with faithfulness, and I warn you that if these riches are to be yours at all, you must gather them in your youth.” In the reading recommended in this chapter is included “the collected writings of Abraham Lincoln, which are the most lasting literature, excepting, perhaps, Emerson’s *Essays*, that America has produced”—a piece of good critical judgment. Emerson’s

“That book is good
Which puts me in a working mood”

might well have been chosen for the motto of the next essay, “The Test of Quality in Books,” which with sane sobriety bids “beware the literature of the school which preaches ‘art for art’s sake.’” His test, “Does the book leave any kind of wholesome and fine feeling in the mind of one who reads it?” is not that which determines the “best sellers” of any age.

“Take your history from the greater writers—from the historians who treat it in the largest way, with the amplest knowledge, the most illuminating thought, the clearest style,” is characteristic of his “Hints as to Reading.” The “Mission of the Book” is to inspire a feeling for “education as a supreme good in itself—not merely as a bread-winner or a money-making instrument—but in and of and for its own sake, as a good to humanity which surpasses every other good, save one;” and the “Missionaries of the Book” are teachers and librarians. In this essay and in “Good and Evil from the Printing Press” and “Public Libraries and Public Education” we have a concise history of the origin and development of periodical literature, library organization, and the co-operative devices by which public education has gained from the increased efficiency of all combined. The character of the last and newest paper (May, 1906), “School-reading v. School-teaching of History,” may be inferred from the remark of our history teacher: “You may be able to get into the kingdom of heaven that way,

but you can't into Harvard College." Yet the appeal for a more humanistic teaching of history and the straightforward attack upon many sophistical subtilities of the present day commend the book to those who are not bored by plain good intention and right-minded common-sense.

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BOOKS RECEIVED

EDUCATION

A Liberal Education. With an Appendix containing a list of five hundred best books. By CHARLES WILLIAM SUPER. Syracuse: C. W. Barden, 1907. Pp. 105.

The Teaching of Modern Foreign Languages and the Training of Teachers. By KARL BREUL. Cambridge: University Press. Pp. xi+156. \$0.60.

Suggestions for the Teaching of Literature in the Grades. The University of Cincinnati Teachers' Bulletin, Series III, Vol. II, No. 8, December 1906. By EMILIE WATTS McVEA. Cincinnati: University of Cincinnati Press.

Indiana University, 1820-1904: Historical Sketch, Development of the Course of Instruction, and Bibliography. Edited by SAMUEL BANNISTER HARDING. Bloomington: University of Indiana, 1904. Illustrated. Pp. xiii+348.

ENGLISH

Elementary English Composition. By TULEY FRANCES HUNTINGTON. New York: The Macmillan Co., 1907. Pp. xvi+357. \$0.50.

Henry Wadsworth Longfellow. A Sketch of His Life, together with his Chief Autobiographical Poems. By CHARLES ELIOT NORTON. Boston: Houghton, Mifflin & Co., 1906. Pp. 121.

The Heart of Hamlet's Mystery. Translated from the German of KARL WERDER by ELIZABETH WILDER; with Introduction by W. J. ROLFE. New York & London: G. P. Putnam's Sons, 1907. Pp. 223.

Hudson's Essays on English Studies. Edited, with Preface, Introduction, and Notes, by A. J. GEORGE. Boston: Ginn & Co., 1906. Pp. xxii+206. \$0.75.

Hawthorne's Tanglewood Tales. Edited for School Use by ROBERT H. BEGGS. New York: The Macmillan Co., 1907. Pp. 210. \$0.25.

Robert Browning's Cavalier Tunes, The Lost Leader, and Other Poems. Edited, with Introduction and Notes, by M. A. EATON. Boston: Educational Publishing Company, 1906. Pp. 83. Cloth, \$0.25; paper, \$0.10.

MATHEMATICS

The Teaching of Mathematics. By J. W. A. YOUNG. New York: Longmans, Green & Co., 1907. Pp. xviii+351. \$1.50.

SCIENCE

A Smaller Chemical Analysis. By G. S. NEWTH. London & New York: Longmans, Green & Co., 1906. Pp. 147.